

**American Studies  
Course Descriptions  
Spring 2012**

**Inside Course – Track 1**

**SCREENING ASIAN AMERICANS**

**AMST 30131**

**CRN: 29330**

**B. Chung – MW 3:00-4:15**

What can the Rambo films tell us about Asian American actress Lucy Liu? This course critically examines Asian American histories and experiences through the representations of Asian Americans within U.S. mass media. We will survey historical and contemporary Asian American stereotypes and situate the changing meanings of these stereotypes within a larger history of the United States' economic, political, and militaristic engagement with Asia. Also, we will pay particular attention to how U.S. national identity is produced through and against changing race, class, and gendered stereotypes of Asian Americans within these specific U.S.-Asia relations. Such images include the contradictory representations of Asian Americans as "whiz kids," "rapists," "spies," "good neighbors," "bad neighbors," "communist threats," "model minorities" and more. In this course, we will interpret television, film, news, magazines, and music and how Asian Americans have critically and uncritically used these forms of media to create counter narratives of what it means to be Asian American.

**OFF THE WALL**

**AMST 30135**

**CRN: 29332**

**E. Doss – MW 3:00-4:15**

This course covers art and culture in the United States of America from pre-World War II through the early 1970s, focusing on art styles and movements ranging from Regionalism and Abstract Expressionism to Earthworks and early Feminist art. The "triumph of American painting" in the post-World War II era, links between art and politics, development of American art theory, intersections between the avant-garde, popular culture, consumer culture, and institutionalization of art museums and markets will be analyzed in detail.

**FASHIONING AMERICAN IDENTITIES**

**AMST 30143**

**CRN: 28202**

**S. White – TR 11:00-12:15**

Did Puritans really only wear black and white, or did they wear fashionable lace, silk ribbons and bright colors? Did early settlers wash their bodies to get clean? What role did fashion play in the making of the

American Revolution? And how did slaves and Native Americans adorn their bodies? This course will address such questions by focusing on dress and material culture. We will consider the role of dress in the construction of colonial identities, and examine the ways that bodies operated as sites for negotiating class and ethnic encounters.

### **STAGING AMERICA**

**AMST 30150**

**CRN: 29339**

**C. Meissner – TR 12:30-1:45**

This course takes Arthur Miller at his word and reads in and through a broad swath of modern American plays (both famous and less well known) which have made a significant contribution to the living tradition of American drama. We'll read through this tradition searching always for answers to some of our culture's most pressing questions. Following Miller's suggestion to treat the play as the litmus paper of the arts and of the culture, we'll look at how the theatre functions as an agent of awareness and change and whether or not that function has been successful. Working from generalizations to minute details, we'll look at how a form which relies on live people in live encounters with other live people in front of a live audience can wrestle differently and often better with live issues than any other form or process in American society. Questions of power, of gender, of race of sexuality, of adolescence, of identity, questions of community, exile, love, rage, humor, understanding, ignorance, family, isolation, and questions of acceptance, forgiveness, the past, present and future will occupy our attention as we read through the material. In addition to the plays themselves, we'll look at the role of the theatre in American culture, from the big stages of New York and Chicago, to the smaller venues from the Bo wry and off Broadway to the local community and civic theatres. Finally, it will be important that in addition to considering the themes of these plays that we also investigate issues of form, stagecraft and performance. Requirements will include short papers, a longer project, and class (group) presentations, which will include discussing and acting out scenes as part of a rounded critical presentation. If scheduling permits we will also take advantage of performances offered at DeBartolo, Washington Hall, Saint Mary's, the South bend Civic, and other theatre venues.

### **THE MILLIONAIRE**

**AMST 30161**

**CRN:28203**

**C. Meissner – TR 9:30-10:45**

Few figures in American history have so defined the nation as the millionaire. For good or bad, the millionaire has been an object of equally intense scrutiny and fascination. This course will examine the role of the millionaire from several disciplinary perspectives. In the fiction of writers such as Wharton, Fitzgerald, Steinbeck, and DeLillo the millionaire is an object of envy, intrigue, fear, and even contempt. In looking at the millionaire historically, we will devote special attention to the Gilded Age with its "robber barons" such as Andrew Carnegie, Cornelius Vanderbilt, Jay Gould, and John D. Rockefeller; figures whose industry, dedication to the making of money, and greed also fueled the establishment of vast charitable enterprises that helped define American culture. With A.G. Gaston's biography, Black

Titan, we will look at the complex and historically unequal relationship between race and wealth attainment in American culture. In politics, we will pay special attention to Theodore Roosevelt who harbored a deep suspicion of inherited wealth and questioned whether or not the “virtuous republic” could sustain the presence and efforts of so many men of “inherited wealth.” In contemporary society, we will try to understand how the celebrity millionaire — i.e., Donald Trump, Paris Hilton, Ivan Boesky, Martha Stewart, and the Wall Street/ Hedge Fund Manager millionaire—has become a celebrated (and now vilified) cultural icon. And finally, we’ll examine the current credit crisis in the context of America’s love of money, conspicuous consumption, and belief that anyone can become a millionaire. Students will write a series of short papers, a longer research paper, make class presentations, and take a final exam.

## **Inside Course – Track 2**

### **CONFRONTING HOMELESSNESS**

**AMST 30110**

**CRN: 28199**

**B. Giamo – TR 11:00-12:15**

The course will examine the conditions of extreme poverty and homelessness within the broader context of American culture and society. In order to confront the nature of these conditions, this seminar will draw upon insights from history, literature, documentary film and photography, and the social sciences. We will focus on the degree of permanence and change in our approach to both traditional and modern forms of the social problem.

### **GENDER AND THE AMERICAN EMPIRE**

**AMST 30130**

**CRN: 29162**

**P. Butler – MW 1:30-2:45**

Since the earliest days of contact and conquest, imperial relationships have been central to the changing definitions of gender in America. At the same time, the project of US empire has been a gendered one, carried out in the name of categories like "manliness," "true womanhood," and "women's rights." This course investigates the historical and ongoing connections between gender and empire in American culture, asking how formations such as missionary movements, feminist activism, Hollywood film, and tourist industries have continually re-produced the political and cultural meanings of both empire and gender. As we investigate how cultural production has been a vital part of transmitting and re-imagining gender and empire, we'll analyze early American literature and art, as well as more contemporary texts like Rambo, Harold and Kumar, and Sex in the City. Evaluation will be based on reading journals, in-class presentations, a midterm exam, and a final project.

### **AMERICAN SAINTS**

**AMST 30136**

**CRN: 29334**

**K. Cummings – MWF 10:40-11:30**

If all cultures and societies develop means and methods to honor people whose lives are deemed worthy of inspiration, the Catholic Church designates its heroes and heroines through a particularly detailed and elaborate process: canonization. This course uses the lives and canonization processes of American saints (including not only the nine Americans canonized thus far, but also many others at various stages in the process) to examine the following themes in the American past and present: immigration, politics, national identity, gender, race, sexuality, citizenship, and religion in American culture.

### **SCHOOLING MASCULINITIES**

**AMST 30139**

**CRN: 29335**

**K. Burke – MW 1:30-2:45**

This course will examine the ways in which schooling and education come to de/re/form American concepts of masculinities. Along the way we will leverage queer, feminist and post structural theories in developing complex understandings about the historical formation of genders and sexualities in schools through curriculum, architecture and sports. We will encounter some version of the following questions (among many others) together: What do portrayals of schooling in the media (think Glee or Awkward!) do in terms of shaping gendered and masculine expectations? What might the shape and design of a school building and its subsequent grounds say about sexual priorities and surveillance? How do we `teach` gender through the null, hidden, and intended curriculum enacted nationwide?

### **NATIVE AMERICAN LITERATURE**

**AMST 30141**

**CRN: 29337**

**R. Walls – TR 2:00-3:15**

Native Americans have long been trapped in a betwixt and between state, caught by the forces of past and present, tradition and assimilation, romanticization and caricature. Yet through it all, Native voices have continued to speak of the Indian experience with great power and eloquence. This course will introduce Native American literature as a distinctive contribution to American and world literature. We will examine a wide range of expressive culture from the last century, including novels, poetry, graphic stories, children's literature, film, digital media, autobiographies, performances of oral literature, and music. Through the passion, creativity, and humor of Indian authors, we will learn something of the historical experience of Native men and women, and how they have reacted to massacres and mascots, racism and reservations, poverty and political oppression. Above all, we will try to understand how indigenous authors have used literature to engage crucial issues of race and culture in the United States that continue to influence their lives: identity, self-discovery, the centrality of place, cultural survival, and the healing power of language and spirituality. Class discussions will incorporate literary, historical, and ethnographic perspectives of Native expressive culture and the agency of authors as artists and activists vis-à-vis the wider American literary tradition. Authors include Sherman Alexie, Nicholas Black Elk, Louise Erdrich, D'Arcy McNickle, N. Scott Momaday, Linda Hogan, Winona LaDuke, and Leonard Peltier.

## **FASHIONING AMERICAN IDENTITIES**

**AMST 30143**

**CRN: 28202**

**S. White – TR 11:00-12:15**

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## **MEN AND WOMEN IN AMERICA**

**AMST 30155**

**CRN: 29341**

**P. Butler – MW 4:10-5:45**

The words "men" and "women," and the concepts and formations they seek to describe, have meant very different things in different places and times. This course explores the changing ways that "men" and "women" have been defined and understood in the United States since the seventeenth century, with particular attention to how these categories have been shaped by race, class, sexuality, nation, and empire. We will ask how racialized and classed formations such as marriage, family, justice, and fraternity have influenced how we understand both "men"/"women" and the US nation-state. This class is not a broad survey of all men and all women throughout all time. Rather, we'll perform close readings of a handful of sites that offer especially provocative or productive insights into how gender categories like "men" and "women" are defined and re-defined in particular historical contexts. Evaluation will be based on reading journals, a midterm exam, and a final project.

## **THE U.S.-MEXICO BORDER**

**AMST 30172**

**CRN: 29344**

**J. Ruiz – TR 12:30-1:45**

The U.S.-Mexico border has been a hotly contested social and political space since it took its current shape in the mid-nineteenth century. Today, the border remains the source of contentious debates in the United States - from proposed amnesty for undocumented workers and unprecedented activism for migrants' rights to those who argue for a 700-mile fence to physically divide the two nations - even as Latinos have become America's largest minority group. This course will unpack these varied (and often contradictory) meanings of the border, paying particular attention to the history of representations of Mexico and "Mexicanness" in the United States and their impact upon foreign policy, political organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldúa's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

## **NATIVE AMERICAN STUDIES**

**AMST 30180**

**CRN: 25085**

**B. Collier – MW 11:45-1:00**

America is Indian Country! Our identity is tied to both real American Indian people and romanticized ideas about them. Anglo Americans liked to play Indian but they also claimed a right to places, land, and water. All of this presented a variety of problems for Native Americans over time. This course examines Native Americans and their constant adaptation and survival from European contact through the 20th century, as well as Anglo America's cooption of Native resources, traditions, and images. It explores themes of Native American creation, treaties, education, sovereignty, culture, literature, humor, art, and activism. We will address national issues but also recognize there are over 500 distinct cultural and linguistic groups who are the indigenous people of the modern United States. Questions we will explore include why Native people are sovereign but also U.S. Citizens, why Indian mascots are such a hot issue, and how Native people have come to run so many Casinos. This course is the history and culture course that brings the first Americans together with the rest of America.

### **Inside Course – Track 3**

## **GENDER AND THE AMERICAN EMPIRE**

**AMST 30130**

**CRN: 29162**

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and militaristic engagement with Asia. Also, we will pay particular attention to how U.S. national identity is produced through and against changing race, class, and gendered stereotypes of Asian Americans within these specific U.S.-Asia relations. Such images include the contradictory representations of Asian Americans as "whiz kids," "rapists," "spies," "good neighbors," "bad neighbors," "communist threats," "model minorities" and more. In this course, we will interpret television, film, news, magazines, and music and how Asian Americans have critically and uncritically used these forms of media to create counter narratives of what it means to be Asian American.

### **ADVANCED REPORTING**

**AMST 30138**

**CRN:23514**

**J. Colwell**

This is an advanced course in journalistic reporting and writing devoted to learning how to prepare, in a professional manner, in-depth articles on issues and events of community interest for Notre Dame and this area. Emphasis will be on the techniques, ethics, and responsibilities of conducting interviews and research, and crafting pieces for newspapers and other publications.

### **MULTIMEDIA JOURNALISM**

**AMST 30140**

**CRN: 25074**

**Terry Bland**

The 21st century journalist needs to be comfortable with what is called "writing across the media" and can no longer be selective about which form of communication to build a career around. In many newsrooms, print journalists are now expected to perform on radio or in front of TV cameras, while the bylines of electronic journalists are turning up in newspapers and magazines. Such media "convergence" is already more the norm than the exception. On top of that, the Internet has become a major medium in its own right, encompassing different styles of communication. While the focus of this course will be on writing, it will expose students to a variety of media in an effort to prepare them for the reality of modern communications careers.

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**AMST 30172**

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organizing, and cultural relations. Our approach will be interdisciplinary, drawing on methods and texts from history, sociology, film studies, critical race theory, cultural studies, and ethnic studies. Together we will read texts as varied as Gloria Anzaldúa's *Borderlands/La Frontera* and Steven Soderberg's *Traffic*.

## **Outside Course – Track 1**

### **AMERICAN RENAISSANCE**

**AMST 30257**

**CRN: 29346**

**L. Walls – MW 1:30-2:45**

In the decades leading up to the Civil War, religious certainty, economic stability, and political authority were everywhere in doubt, and sweeping change seemed not merely possible, but essential. As a result, Utopian dreams jostled against the brutal realities of slavery, injustice, and the emerging industrial revolution, conflicts played out in America's first great literature: "The American Renaissance" or "America Reborn." This was the time of abolitionism, women's rights, and Thoreau at Walden Pond; of Emerson's defiant "Self-Reliance," Hawthorne's twisted psychic dramas, Melville's breakthrough fictions, and Poe's grotesque fantasies; of the rise of women's fiction and mass literature; of Walt Whitman's expansive poetry of the body and Emily Dickinson's dense poetry of the mind. As we navigate this period, our questions will be: what connects these writers with their time? With each other? With us?

### **POSTWAR U.S. FICTION**

**AMST 30258**

**CRN: 29347**

**M. Wilkens – MW 3:00-4:15**

In-depth study of the literature and culture of the United States in the years after the Second World War. Particular emphasis on the collapse of modernist forms and the rise of postmodernism between 1945 and 1970. Related consideration of post-industrial economic production, domestic liberation movements, and Cold War politics. Authors may include Wright, Ellison, Baldwin, Gaddis, Plath, Beckett, Pynchon, Nabokov, Hansberry, O'Connor, Kerouac, and others. Theoretical readings as appropriate.

### **RACE AND VISUAL AESTHETICS**

**AMST 30259**

**CRN: 29348**

**J. Costantino – MW 11:45-1:00**

We often believe that we can see what we read in a novel or a poem. Our ability to extrapolate a complex visual world from a set of simple verbal cues is part of the seeming "magic" of literature. Within the American context, visual assumptions about race have often been a part of making that happen. In this course, we will attempt to understand how visual aesthetics and representations of race have mutually informed one another, and we will attempt to understand what--if anything--is uniquely "American" about this relationship. In addition to written works by Ralph Ellison, Herman Melville, Sui



Sin Far, Gertrude Stein, Oscar Acosta, and others, we will also view one or two relevant films and read brief selections from aesthetic philosophy.

### **NOVELS OF AMERICAN NATURALISM**

**AMST 30262**

**CRN: 29349**

**K. Marshall – MW 1:30-2:45**

In this course we will undertake a comparative survey of twentieth-century American naturalist novels, tracing a trajectory from turn-of-the-century texts by Norris, Chesnutt, and Dreiser, to the neo-naturalist fiction of a few decades later that operated alongside developments in modernist literary form (Stein, Wright), and concluding with a look at its postwar resurgence in the novels of authors such as Don DeLillo and Cormac McCarthy. We will also discuss the return to these novels in recent films including *There Will Be Blood* and *No Country for Old Men*. Students will be asked to write one short formal analysis and two mid-length papers, in addition to regular discussion assignments.

### **AMERICAN SHORT STORY**

**AMST 30263**

**CRN: 29350**

**W. Krier – TR 12:30-1:45**

A carefully detailed look at the history of a particular form of American narrative. Along the way we will construct a methodology for reading stories, a series of critical questions that can serve to open a story to our understanding and appreciation. At times we will give our attention to one or two remarkable stories by a particular writer, stories like Herman Melville's "Bartleby the Scrivener" and F.Scott Fitzgerald's "Winter Dreams" and Stephen Crane's "The Open Boat" and Carson McCuller's "Ballad of the Sad Café." At other times we will work through a collection of stories to highlight the aspects of a writer's particular vision and craft. These collections might include John Updike's *Pigeon Feathers* and Ernest Hemingway's *In Our Time* and Nathaniel Hawthorne's *Mosses from an Old Manse* and Richard Brautigan's *Trout Fishing in America*.

### **AMERICAN CONSUMER CULTURE**

**AMST 30347**

**CRN: 29353**

**R. McKenna – TR 2:00-3:15**

This course will explore the creation of contemporary consumer culture in the United States. Beginning in the late 1880s, the nature of buying, selling and consuming was fundamentally transformed in the United States. After a brief examination of the broader history of consumption, this course will explore the changes in production, marketing, retailing, and consumption from the Gilded Age to the present. Next it will trace the ways in which those changes have influenced broader cultural, institutional, and political developments throughout the twentieth century. A particular emphasis will be placed on the ways in which patterns of consumption helped define and redefine categories of race, class and gender.

## **HISTORY OF TELEVISION**

**AMST 30703**

**CRN: 24590**

**J. Lagerway – TR 2:00-3:15**

Television has been widely available in the United States for only half a century, yet already it has become a key means through which we understand our culture. Our course examines this vital medium from three perspectives. First, we will look at the industrial, economic and technological forces that have shaped U.S. television since its inception. These factors help explain how U.S. television adopted the format of advertiser-supported broadcast networks and why this format is changing today. Second, we will explore television's role in American social and political life: how TV has represented cultural changes in the areas of gender, class, race and ethnicity. Third, we will discuss specific narrative and visual strategies that characterize program formats. Throughout the semester we will demonstrate how television and U.S. culture mutually influence one another, as television both constructs our view of the world and is affected by social and cultural forces within the U.S.

## **AMERICAN FILM**

**AMST 40205**

**CRN: 25141**

**W. Krier – TR 3:30-4:45**

A look at what makes a film American. The course will be structured by pairing films from the classic period with films from the more recent past, in order to highlight essential features, particularly genre characteristics, the work of directors, and the performance of "stars." Possible films: *It Happened One Night*, *French Kiss*, *The Lady Eve*, *Double Indemnity*, *Body Heat*, *Basic Instinct*, *Zero Effect*, *Shane*, *Unforgiven*, *The Man Who Shot Liberty Valance*, *Die Hard*, *The Godfather*, *Bound*, *Silence of the Lambs*, *Crimes and Misdemeanors*, *Don Juan de Marco*, *Moulin Rouge*, *Crash*, *The Hours*, *The Maltese Falcon* and others.

## **AMERICAN CULTURE AS COLLAGE**

**AMST 40253**

**CRN: 29362**

**S. Fredman – MW 3:00-4:15**

One of the exciting aspects of American culture is that we make it up as we go along, with no historical or traditional or divine template that we all agree to follow. Without such a template, American artists and thinkers have often resorted to collage, or what you might think of as a "kitchen-sink" approach to representing American culture, creating new forms to contain all our marvelous odds and ends. We will trace this urge to capture American culture through the medium of collage in R. W. Emerson's essays, H. D. Thoreau's *Walden*, T.S. Eliot's *The Waste Land*, Gertrude Stein's *Tender Buttons*, Ezra Pound's poetry and translations, Harry Smith's *Anthology of American Folk Music*, Charles Reznikoff's *Testimony*, Langston Hughes' *Montage of a Dream Deferred*, *Assemblage Art of the fifties and sixties*, Laurie Anderson's performance film *Home of the Brave*, and *A New Literary History of America*.

## **AESTHETICS OF LATINO CULTURE**

**AMST 40511**

**CRN: 22909**

**G. Cardenas – MW 11:45-1:00**

This course will analyze the philosophy and principles underlying the social and political aspects of Latino art. We will approach this by examining a range of topics, including Chicano and Puerto Rican poster art, muralism, Latina aesthetics, and border art. The readings will enable us to survey a number of important exhibitions of Latino art and to explore new possibilities for exhibition and representation. We will examine descriptive material and critical writings concerning issues pertaining to the representation and interpretation of Latino culture and art as well as how these questions surface in a national museum context.

## **Outside Course – Track 2**

### **CRIME, HEREDITY, INSANITY IN THE US**

**AMST 30332**

**CRN: 25131**

**L. Przybyszewski - T R 3:30P - 4:45P**

The 19th century witnessed a transformation in the understanding of the origins of criminal behavior in the United States. For many, a religious emphasis on humankind as sinful gave way to a belief in its inherent goodness. But if humans were naturally good, how could their evil actions be explained? Drawing on studies done here and abroad, American doctors, preachers, and lawyers debated whether environment, heredity, or free will determined the actions of the criminal. By the early 20th century, lawyers and doctors had largely succeeded in medicalizing criminality. Psychiatrists treated criminals as patients; judges invoked hereditary eugenics in sentencing criminals. Science, not sin, had apparently become the preferred mode of explanation for the origins of crime. But was this a better explanation than what had come before?

### **NEW NATION, 1789-1848**

**AMST 30333**

**CRN: 29352**

**J. Lundberg – TR 12:30-1:45**

This course examines the social, political, and cultural history of the United States from the ratification of the Constitution to the beginnings of the political crisis over expansion and slavery. It covers the democratization of politics and the problems of national independence in the wake of the Revolution; territorial expansion; economic change; the development of regional, class, religious, racial, ethnic, and gendered subcultures; slavery and resistance to slavery; and the new political and reform movements that responded to the era's deep and lasting changes.

### **THE UNITED STATES SINCE WWII**

**AMST 30335**

**CRN: 22801**

**T. Blantz- MWF 9:35-10:25**

The purpose of this course is to study the political, diplomatic, economic, social, and cultural development of the United States from 1945 through the presidency of George H.W. Bush. Although the military and diplomatic history of World War II will be considered by way of background, the principal topics of investigation will be the Fair Deal program of President Truman, the Cold War, the Korean Conflict, the Eisenhower presidency, the New Frontier, Vietnam, President Johnson's Great Society, the civil rights movement, the Nixon years, the social and intellectual climate of this post-war era, and the presidencies of Gerald Ford through George H.W. Bush. There will be a required reading list of approximately six books, two smaller writing assignments, and three examinations.

### **AMERICAN FRONTIERS**

**AMST 30349**

**CRN: 29354**

**J. Coleman – TR 9:30-10:45**

This course pursues the importance of frontiers throughout American history.

### **MEXICAN-AMERICAN HISTORY**

**AMST 30354**

**CRN: 29355**

**M. Rodriguez – MW 5:00-6:15**

This course is an introductory survey of Mexican American history in the United States. Primarily focused on events after the Texas Revolution, and annexation of the American Southwest we will consider the problems the Spanish and Mexican settlers faced in their new homeland, as well as the mass migration of Anglo-Americans into the region following the annexation. Throughout the course, we will explore the changing nature of Mexican American U.S. citizenship. Other themes and topics examined will include immigration, the growth of agriculture in Texas and California, internal migration, urbanization, discrimination, segregation, language and cultural maintenance, and the development of a U.S. - based Mexican American politics and culture. Although primarily focused on the American Southwest and California, this course also highlights the long history of Mexican American life and work in the Great Lakes and Midwestern United States. We will conclude with the recent history of Mexican and Latin-American migration to the United States after 1965, and the changing nature of Mexican American identity and citizenship within this context.

### **THE AMERICAN REVOLUTION**

**AMST 30373**

**CRN: 26437**

**C. Cangany – TR 11:00-12:15**

When speaking of the American Revolution, many writers reach for a comment made by John Adams in 1818 that, "[T]he Revolution was effected before the war commenced. The Revolution was in the minds

and hearts of the people. . ." Whether this assertion is true historically or not, it still does not adequately describe what that revolution was. The American Revolution obviously had its political elements, primarily the formation of the United States. To reach its political goals, military means were necessary. Without a successful War for Independence, there would have been no revolution. To leave matters there, however, would be insufficient. A fuller understanding of the revolution would need to address how it affected the whole spectrum of American life. It would consider the revolution as a social movement that challenged the political and social hierarchies of the day. It would also ask how the revolution affected those who were not white males, especially women, slaves, and Native Americans. Without considering the possible negative implications of the revolution, any telling would be incomplete. This class will take up these challenges and attempt to make a full-orbed presentation of the events surrounding the American Revolution. It will introduce students both to elites and to those whom the popular narrative glosses over. It will attempt to count the losses, as well as the gains, which flowed from the move to independence from Britain. Finally, it will attempt to describe the many changes through this period, which resulted, not only in a new political nation, but in a new society and culture--changes that in varying degrees are still with us today and of which contemporary Americans are the inheritors.

### **SLAVERY AND WRITING OF BLACK HISTORY**

**AMST 30456**

**CRN: 29360**

**A. Carico – TBA**

This course will consider the historical crisis of slavery in America. That means we'll consider how slavery endures as a catastrophe in history and for history - as a crime that isn't redressed and as a story that resists being told. From personal narratives written by the enslaved to contemporary scholarly studies, we will read accounts of slavery that grapple with that institution's legacy and how its collective history can be told. Through novels, political appeals, and recollections, we will be thinking about slavery's inheritance: What is its history, and how is that history to be written? What notions of power, identity, and belonging encircle slavery - and "freedom?" What's the relation between an enslaved past and a "free" present? And to whom does slavery's inheritance fall?

### **RELIGION AND SOCIAL LIFE**

**AMST 30507**

**CRN: 22910**

**K. Christiano – MW 3:00-4:15**

How does social life influence religion? How does religion influence society? What is religion's social significance in a complex society like ours? Is religion's significance declining? This course will consider these and other questions by exploring the great variety in social expressions of religion. The course examines the social bases of churches, sects, and cults, and it focuses on contemporary religion in the United States.

### **WAR AND THE US**

**AMST 30622**

**CRN: 29361**

**P. Curtis –TR 12:30-1:45**

This seminar takes as its unifying theme the experience of war in its social and cultural aspects. We begin with a discussion of the creation of the soldier/Marine and the unit and proceed to a discussion of fictional, critical accounts of the war enterprise and warrior culture in the U.S.; the commemoration of wars and military campaigns, particularly the "smaller" wars these commemorative activities engender; the American military complex both at home and abroad; and the sometimes controversial role anthropologists have played in the current war on terror.

### **HISTORY OF SPORT AND THE COLD WAR**

**AMST 40328**

**CRN: 29363**

**J. Soares – MW 4:30-5:45**

This course will explore the ways that sport reflected the political, ideological, social, economic and military struggle known as the Cold War. Sport permitted opportunities to defeat hated rivals or to develop competition more peacefully. It reflected the internal politics and societies in nations, and also illuminated relations among allies. Using a variety of readings, media accounts and film clips, this course will look at a number of crucial teams, athletes and events from the Cold War, including the 1980 U.S. Olympic hockey team, the controversial 1972 Olympic basketball final, "ping pong diplomacy," Olympic boycotts, Martina Navratilova and other Eastern European tennis stars, East German figure skater Katarina Witt, Romanian gymnast Nadia Comaneci, the ferocious Soviet-Czechoslovakian hockey rivalry following the Soviet invasion of 1968, and more.

### **AMERICAN TOWNS AND CITIES**

**AMST 40802**

**CRN: 29546**

**L. Steil – TR 9:30-10:45**

This course addresses the nature and metrics of the American city and town and discusses historically essential qualities, as well as contemporary potentials for a sustainable urban quality. Though the class will explore a wide range of comparative studies of American precedents and some European examples, most of the practical exercises will be done either in South Bend or neighboring towns.

## **Outside Course – Track 3**

### **AFAM POL: END OR BEGINNING?**

**AMST 30264**

**CRN: 29351**

**D. Pinderhughes – MW 3:00-4:15**

This course explores the core elements associated with black politics in the US: the role of black institutions such as the black church, the importance of the civil rights movement in challenging barriers to black political participation, the mid-20th century legal framework created to open access to the political system, and the development of black political participation in northern cities. Competition for leadership roles and public resources from the increasing numbers of Latinos, Asians and other immigrants will also be addressed. Since the course will be taught in spring 2010 at the beginning of the second year of the Obama administration, we will also have the chance to explore the impact of the first black President on national politics, and to consider the impact of the president and his administration on African American politics itself. The course incorporates political science concepts, but the readings and other materials are accessible to students from a variety of disciplines and levels of knowledge.

### **U.S. FOREIGN POLICY TO 1945**

**AMST 30325**

**CRN: 26440**

**S. Brady – MWF 8:30-9:20**

This course covers the main developments in American foreign relations from the Spanish-American War in 1898 through World War II. It traces the emergence of the United States as a major world power and examines in some detail how the United States became involved in the two world wars. A recurring theme will be the major traditions in American foreign policy and the ways in which these traditions influenced policy makers in the early years of the "American Century."

### **U.S. FOREIGN POLICY IN COLD WAR**

**AMST 30342**

**CRN: 25120**

**W. Miscamble – MW 3:00-4:15**

This course covers the main developments in American foreign policy from World War II through the end of the Cold War. The principal topics of investigation will be wartime diplomacy and the origins of the Cold War; the Cold War and containment in Europe and Asia; Eisenhower/Dulles diplomacy; Kennedy-Johnson and Vietnam; Nixon-Kissinger and détente; Carter and the diplomacy of Human Rights; Reagan and the revival of containment; Bush and the end of the Cold War.

### **PRESIDENTIAL LEADERSHIP**

**AMST 30400**

**CRN: 25155**

**P. Arnold – MW 3:00-4:15**

This course examines the role of the presidency in the American regime and its change over time. Particular attention will be given to expectations about presidential leadership through the course of American political history. Beginning with questions about the original design and role of the presidency, the course turns to consideration of the role of leadership styles for change and continuity in American politics. Finally, cases of presidential leadership are studied to comprehend the way leadership and political context interact.

## **AMERICAN POLITICAL THOUGHT**

**AMST 30410**

**CRN: 29356**

**J. Bandoch – TR 3:30-4:45**

In "American Political Thought" we shall attempt to understand the nature of the American regime and its most important principles. Since we lack the time for a comprehensive survey of American political thinkers, we shall focus on select statesmen and critical historical periods - specifically, the Founding era, Lincoln and the slavery crisis, and the Progressives. We shall also reflect upon how the American regime relates to the larger tradition of Western political thought.

## **CONSTITUTIONAL LAW**

**AMST 30419**

**CRN: 29357**

**D. Kommers – TR 9:30-10:45**

This course examines the main principles of American constitutional law, the process of constitutional interpretation, and the role of the Supreme Court in the American political system. Topics covered are presidential war powers, congressional-executive relations, free speech, church-state relations, the right to life (abortion, right to die, and death penalty), race and gender discrimination, and the American federal system. A good deal of attention is given to recent personnel changes on the Supreme Court and the extent to which these changes are reflected in the court's opinions. A background in American national government is desirable.

## **U.S. FOREIGN POLICY**

**AMST 30428**

**CRN: 29358**

**D. Lindley – TR 9:30-10:45**

The United States is the most powerful state in the world today. Its actions are important not just for US citizens, but they also affect whether others go to war, whether they will win their wars, whether they receive economic aid, whether they will go broke, or whether they will starve. What determines US foreign policy? What is the national interest? When do we go to war? Would you send US soldiers into war? If so, into which wars and for what reasons? How do our economic policies affect others? Does trade help or hurt the US economy and its citizens? We first study several theories about foreign policy. We then examine the US foreign policy process, including the President, Congress, the bureaucracy, the media, and public opinion. To see how this all works, we turn to the history of US foreign policy, from Washington's farewell address through the World Wars and the Cold War to the Gulf War. We then study several major issue areas, including weapons of mass destruction, trade and economics, and the environment. Finally, we develop and debate forecasts and strategies for the future.

## **PUBLIC OPINION AND POL BEHAVIOR**

**AMST 30434**



**CRN: 26376**

**D. Davis – MW 11:45-1:00**

A principle tenet underlying democratic governance is the belief that public opinion or the "will of the people" should dictate governmental behavior. To the extent this belief is a realistic consideration, difficult questions remain concerning the capacity for citizens to develop reasoned opinions and how to conceptualize and measure opinion. This course explores the foundations of political and social attitudes and the methodology used to observe what people think about politics.

### **FOOD AND AGRICULTURE POLICY**

**AMST 30447**

**CRN: 29359**

**M. Doppke – TR 3:30-4:45**

This course examines political and economic origins of, and consumer consequences of, four main areas: the farm bill and commodity programs, the regulation of ag biotechnology, food safety, and global trade in foodstuffs. This is a discussion-centered course with a significant portion of the grade coming from a group project presentation.

### **CONSTITUTIONAL INTERPRETATION**

**AMST 40416**

**CRN: 29364**

**S. Barber – TR 11:00-12:15**

Americans have always debated Supreme Court opinions on specific constitutional questions involving the powers of government and the rights of individuals and minorities. The leading objective of this course is to acquaint students with the basic issues of constitutional interpretation and to show how they influence questions involving constitutional rights and powers and the scope of judicial review.

### **AMERICAN POLITICAL PARTIES**

**AMST 40421**

**CRN: 24221**

**C. Wolbrecht – MW 1:30-2:45**

Political parties play many vital roles in American politics. They educate potential voters about political processes, policy issues, and civic duties. They mobilize citizens into political activity and involvement. They provide vital information about public debates. They control the choices--candidates and platforms that voters face at the ballot box. They influence and organize the activities of government officials. Most importantly, by providing a link between government and the governed, they are a central mechanism of representation. These roles - how well they are performed, what bias exists, how they shape outcomes, how they have changed over time - have consequences for the working of the American political system.